

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2019 - 2020**



**Delivering on High Expectations and Outstanding  
Results for All Students**

**West Tatnuck School**

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**Ellen Moynihan**

**Principal or Administrator**

**Maureen Binienda**

**Superintendent**

## **Coordination and Integration of funds**

All Worcester Public Schools must integrate services and programs with the aim of upgrading the entire educational program of the whole school and to help all students reach proficient and advanced levels of achievement. Integration of services will include the following areas of focus:

**Equity of Access:** Ensuring all students have access to high quality instruction and materials and resources. For example: through Title I, II and III, Focused Instructional Coaches; through Title I, II and Title III supplemental activities including After School and Out-of-School Time activities. Title IV A, technology, supplemental activities and payment of AP fees; SRG, support of additional time for teachers including activities that address equity of access; IDEA activities that support individualized learning, and through Perkins funding, access to materials and credentials for college and career readiness.

**Engagement:** Engagement with families and the various sectors of our community in developing opportunities for all students; Support through Title I of our Parent Information Center and community engagement; Title II, coordination of professional development activities involving engagement; Title III, supplemental parental engagement activities; IDEA, contracted services for health and through Perkins funding, career exploration activities.

**Safe and Healthy Students:** Create supportive, safe, and orderly learning environments marked by respectful interactions, acceptance, inclusiveness, and responsibilities to one another. Title I, personnel including Wraparound coordinators; Homeless Liaison; Title II coordination of all professional development including PD on SEL; Title III, professional development on co-teaching; Title IV, safety training, safety planning and school safety supplies; IDEA; professional development and through Perkins, professional development on safety training.

**High quality teaching and learning:** To support excellent instruction that improves student skills to prepare them for global citizenship; through Title I, II and III, coaches; Title II, support of professional development activities; Title IV, professional development on technology; IDEA professional development and through Perkins, professional development for teachers.

**College and Career Readiness:** In support of current standards, activities that help students become college and career ready: Through Title I and Title III, supplemental academic support for struggling students. Title II, coordination of professional development for all college and career readiness activities; Title IV, support of technology and accompanying professional development to increase teacher proficiency and payment for AP fees; IDEA, funding for instructional assistants and Perkins, funding for college and career readiness contractual service provider at our vocational-technical high school.

## **Worcester Public School Transition Plan for Assisting Preschool Children**

Worcester Public Schools support a transition plan for assisting preschool children to school-wide Title I programs, which is based upon best practices promulgated by the National Center on Parent, Family, and Community Engagement (NCPFCE) and the National Center on Quality Teaching and Learning (NCQTL). Smooth transitions from preschool to kindergarten depend on connections made between participants in the process, such as those between schools and families, and between preschool teachers and kindergarten teachers and classrooms, especially connections made prior to kindergarten entry. The WPS transition plan incorporates NCPFCE models to implement best practices.

Child-School activities foster the familiarity of children with the classroom setting and those people within it. Preschool teachers and children visit a kindergarten classroom, children practice kindergarten rituals, and a spring orientation is held for preschool children. These activities are designed to increase comfort, decrease anxiety, and build teacher-child relationships.

Family-School activities foster family collaboration and involvement with the school transition process through school visits, open houses, and meetings with principals and kindergarten teachers. WPS has prepared and disseminates literacy resource materials for in-home learning activities.

School-School activities foster inter-school collaboration among preschool teachers and kindergarten teachers to align programs and classroom practices.

Community: The WPS collaborates with an extensive network of interagency and community service organizations, which support child-specific programs and enables WPS to get accurate information into the community, including the kindergarten registration process. WPS transition activities effectively introduce preschool children into school-wide Title I programs.

# I. School Instructional Leadership Team Members

**School Instructional Leadership Team (ILT) Members shall include:**

- Teachers (Representation of each grade level or dept. /team-specify position, i.e. 2<sup>nd</sup> grade teacher, mathematics chair, etc.)
- Representatives of support populations (Special Education, English Language Learners, and other support staff)
- Administration (Principal, Assistant Principal)

The Instructional Leadership Team’s primary role is to help lead the school’s effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school’s instructional program, leads and monitors the implementation of a sound instructional focus. This instructional focus is unique and tailored to the needs of each school.

The ILT carefully monitors student performance data regarding progress toward goals, conducts several internal audits and self-assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least twice a month.

<b>Name</b>	<b>Position</b>	<b>ILT Meeting Dates</b>
Ellen Moynihan	Principal	Sept: 12th
Nancy Goldstein	Instructional Coach	Oct: 17th
Anne Marie Faiola	Grade 6 ELA & H&SS/Asst. Principal	Nov: 14th
Andrea Shilale	Grade 5 ELA & H&SS	Dec: 12th
Regina Allen-Davis	Grade 4 ELA & H&SS	Jan: 16th
Courtney Hastings	Grade 4 Math & Science/Asst. Principal	Feb: 13th
Justine Rogers	SPED	Mar: 12th
Beth Vargas	ESL	Apr: 16th
		May: 14th
		June: 4th

# I. Massachusetts Department of Elementary and Secondary Education Accountability Data

## 2019 Official Accountability Report - West Tatnuck

Organization Information	
<b>DISTRICT NAME</b> Worcester (03480000)	<b>TITLE I STATUS</b> Title I School
<b>SCHOOL</b> West Tatnuck (03480260)	<b>GRADES SERVED</b> PK,K,01,02,03,04,05,06
<b>REGION</b> West/Central	<b>FEDERAL DESIGNATION</b> -

### Accountability Information

<b>Overall classification</b> Not requiring assistance or intervention
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<b>Reason for classification</b> School of Recognition: High Growth
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Progress toward improvement targets	Accountability percentile
83% - Meeting or exceeding targets	91

## II. Student Attendance

Student Attendance (2018-19)



Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	95.9	7.1	23.8	9.1	22.2
Female	96.4	6.4	20.8	5.5	19.7
Male	95.4	7.8	26.5	12.5	24.5
Economically Disadvantaged	94.2	9.8	38.5	19.2	36.9
High Needs	95.3	8.1	28.6	13.3	27.8
LEP English language learner	94.0	10.0	33.0	20.6	32.0
Students with disabilities	93.4	10.7	40.5	27.0	39.2
African American/Black	96.5	5.9	16.7	11.1	16.7
American Indian or Alaskan Native					
Asian	95.3	7.7	18.2	4.5	18.2
Hispanic or Latino	95.1	8.4	32.4	12.7	29.6
Multi-race, non-Hispanic or Latino	95.7	7.6	25.8	9.7	25.8
White	96.2	6.7	22.1	8.1	20.3

## II. Student Retention 2018-19

Student Retention by Percent

Student Group	Enrolled #	Retained #	Retained %	01 %	02 %	03 %	04 %	05 %	06 %	07 %	08 %	09 %	10 %	11 %	12 %
All Students	277	1	0.4	1.8	0.0	0.0	0.0	0.0	0.0						
Female	141	1	0.7	3.8	0.0	0.0	0.0	0.0	0.0						
Male	136	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
Economically Disadvantaged	78	0	0.0	0.0		0.0	0.0	0.0	0.0						
High Needs	162	1	0.6	2.9	0.0	0.0	0.0	0.0	0.0						
LEP English language learner	56	1	1.8	5.9	0.0	0.0	0.0		0.0						
Students with disabilities	34	0	0.0	0.0				0.0	0.0						
African American/Black	22	0	0.0												
Asian	13	0	0.0												
Hispanic or Latino	47	0	0.0	0.0		0.0	0.0	0.0	0.0						
Multi-race, non-Hispanic or Latino	21	0	0.0												
White	174	1	0.6	3.0	0.0	0.0	0.0	0.0	0.0						

### **III. Comprehensive Needs Analysis**

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Please include a strength and area of focus for each accountability indicator. Include strengths and areas of focus that reference both overall data and subgroup specific data.

	<i>Areas of Strength</i>	
<i>Accountability Indicator</i>	<i>Strength</i>	<i>Evidence</i>
Achievement (ELA, Math, Science)	ELA-All Students, Students with disabilities, White Math-All Students, Lowest Performing, High needs, Econ. Disadvantaged, Students with disabilities, White	On the 2019 MCAS, exceeded expectations in all mentioned categories.
Growth (ELA, Math, Science)	ELA-All Students, High needs, Economically Disadvantaged, EL and Former EL, White Math-All Students, Lowest Performing, High needs, Econ. Disadvantaged, EL and Former EL, White	On the 2019 MCAS, exceeded expectations in all mentioned categories.
Discipline	Suspension rate was less than 1% as compared to the district average of 6.5%.	District report
Chronic Absenteeism and Attendance	Lowest Performing, Students with disabilities	On the 2019 MCAS, exceeded expectations in all mentioned categories.
	<i>Areas of Focus</i>	
<i>Accountability Indicator</i>	<i>Concern</i>	<i>Evidence</i>
Achievement (ELA, Math, Science)	Science- CPI Target score not met	On the 2019 MCAS, achievement declined in this category
Growth (ELA, Math, Science)	Progress toward attaining English language proficiency-All Students, EL and Former EL	On the 2019 MCAS West Tatnuck made improvement, but performed below the target
Discipline	Uptake in the percentage of students with social and emotional needs	Referrals to SAC, DCF involvement
Chronic Absenteeism and Attendance	High needs, Econ. disadvantaged	On the 2019 MCAS the rate increased, West Tatnuck declined



## IV. Action Plan

<b>Leadership, Shared Responsibility, and Professional Collaboration</b> <i>Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration</i> (Focus on improving core instruction and tiered interventions systems using a variety of data)	
<b>Prioritized Best Practices or Strategies</b>  (Include targeted support to strengthen PLC practices and ensure access for all student populations)	<b><u>Turnaround Practice 1: Leadership, Shared Responsibility, and Professional Collaboration</u></b>  <b><u>High Expectations and Positive Regard (1.2)</u></b> <ul style="list-style-type: none"> <li>● Teachers and administrators share a common vision and mission of high expectations</li> <li>● Use of Webb’s Depth of Knowledge Questions focusing on Level 3: Strategic Thinking and Level 4: Extended Thinking</li> </ul> <b><u>Monitoring Implementation and School Progress (1.4)</u></b> <ul style="list-style-type: none"> <li>● Grade-specific monthly goals reported out by grade level</li> <li>● Individual Student goals, communicated via student conferences and specific written feedback from the teacher.</li> <li>● written unit reviews of Math assessments including enVision Topic Assessments</li> <li>● Progress monitoring lowest 25% in all grades</li> </ul> <b><u>Trusting Relationships (1.5)</u></b> <ul style="list-style-type: none"> <li>● Teachers develop self-efficacy through collaborative practice of looking at student work, for the purpose of improving instruction.</li> </ul> <b><u>Use of Time for Professional Development and Collaboration (1.6)</u></b> <ul style="list-style-type: none"> <li>● Teachers practice collaborative inquiry through the debating, dissecting and discussing problems of practice within the following professional learning communities.               <ul style="list-style-type: none"> <li>○ Leadership teams/ ILT</li> <li>○ Grade level teams</li> <li>○ Vertical learning teams</li> </ul> </li> </ul>
<b>Instructional Leadership Team Implementation</b>  (Explain how ILT members implement and measure school-wide strategies.)	The ILT team will closely monitor the following. <ul style="list-style-type: none"> <li>● School-wide application of teaching practices.</li> <li>● School-wide ability to solve problems as it relates to looking at student data and work.</li> <li>● School-wide collaboration on critical changes to increase student achievement</li> </ul>

**What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

**Data Source:**

- Establish Professional Learning Communities that study and support the school wide focus and mission
- Provide building wide professional development. Skillful Teacher Grade level meetings teacher lead, co-constructed with staff.
- Teachers collaborate within multiple professional learning communities for the purpose of increasing student achievement.

**Data Source:**

Student-teacher conferences, specific written feedback to students, \***Fountas and Pinnell BAS** assessments, \***STAR** assessments, progress monitoring  
Ongoing formative assessments, rubrically scored constructive responses, monthly analysis of Math assessments. Guided reading practices  
IXL completed tasks, writing journals

## IV. B. Action Plan

### **Intentional Practices for Improving Instruction**

*Employing intentional practices for improving teacher-specific and student-responsive instruction*

(Focus on refining the use of observations and student-specific data so that constructive feedback to teachers is provided and student-specific needs are clearly identified to inform instructional responses)

#### **Prioritized Best Practices or Strategies**

**(Include targeted support to ensure access for all student populations including EL and students with disabilities)**

#### **Turnaround Practice 2: Intentional Practices for Improving Instruction**

##### **Instructional Expectations (2.1)**

- West Tatnuck teachers will analyze and critique “best practice instruction” through a continuous professional development process of lesson study then reviewing the lessons with colleagues for the purpose of looking at:
  - Clear and focused student learning objective
  - All activities support the student objective
  - Student engagement.
  - Looking at student work for informed instruction and effective feedback
  - Questioning deeply – Using the Depth of Knowledge chart to increase rigor- Strategic and extended thinking. Turn around Practice

##### **Identifying and Addressing Student Academic Needs (2.3)**

- Identify our lowest 25% by grade and class. Develop individual intervention plans and realign resources to implement plans

##### **Structures for Instructional Improvement (2.7)**

Implement a databased literacy action plan to improve writing with focus on idea development with five key components:

- strengthen literacy across content areas
- align school policies, structures, and culture with literacy goals
- use effective literacy interventions for struggling readers and writers
- improve action plan goals to build leadership capacity in all
- support teachers to improve instruction (**Turn around Practice 2.2 & 2.7**)

<p><b>Instructional Leadership Team Implementation</b></p> <p><b>(Explain how ILT members implement and measure school-wide strategies.)</b></p>	<ol style="list-style-type: none"> <li>1. ILT monitors reflective feedback from the lesson study and identifies a new focus for the next lesson</li> <li>2. ILT examines student (Constructed response) work on a timely basis in grade-level PLCs</li> <li>3. ILT looks at student work through the lens of problem-solving</li> <li>4. ILT identifies a bank of higher-order thinking questions on the depth of knowledge chart reflected in lesson plans in all content areas</li> <li>5. ILT will review and revise the 5 key components of the data-based literacy action plan and implement changes across all grade levels as needed</li> </ol>
<p><b>What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</b></p>	
<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>STUDENT RESULTS INDICATOR</b></p>
<p><b>Data Source:</b></p> <ol style="list-style-type: none"> <li>1. Teachers will complete a lesson study and analysis of instructional practice with feedback response from colleagues</li> <li>2. Teachers will incorporate discourse from PLC and ILT to demonstrate a more reflective practice to meet all learner’s needs based on data.</li> <li>3. Student Feedback focused on the following: <ul style="list-style-type: none"> <li>● Goal-Referenced</li> <li>● Tangible and transparent results</li> <li>● Concrete, actionable, and specific</li> <li>● User-friendly</li> <li>● Timely and Ongoing</li> </ul> </li> </ol> <p>Teachers will use PLC, ILT, grade level meetings, and faculty meetings as forums for increasing discourse about implementing the Massachusetts State Standards through balanced literacy instruction, which includes:</p> <ul style="list-style-type: none"> <li>● Fountas and Pinnell Literacy</li> <li>● Guided Reading</li> <li>● Self-Regulated Strategy Development (SRDS)</li> <li>● Read Side by Side C.I.A. (Collect-Interpret-Apply)</li> </ul> <ol style="list-style-type: none"> <li>4. Teachers are designing and sharing SRSD mini-lessons at grade level meetings. Teachers are using formative assessments and progress monitor to plan next steps for instruction and identify students who need additional support. Formative assessments with analysis will be shared during meeting time.</li> </ol>	<p><b>Data Source:</b></p> <ol style="list-style-type: none"> <li>1. Monitoring student engagement through the following lens: <ul style="list-style-type: none"> <li>● All students engage in productive struggle</li> <li>● All students persevere in problem-solving <ul style="list-style-type: none"> <li>● All students recognize that mistakes are a means to learning and part of the process</li> <li>● 100% student engagement</li> </ul> </li> </ul> </li> <li>1. Looking at student work during coach-teacher meetings, principal-teacher meetings, grade level meetings, data review meetings, teacher tracking logs, Math unit assessments, and collaborative authentic writing review meetings, Fountas and Pinnell BAS, STAR, Math Assessments, and constructed student response.</li> <li>2. Students will take district assessments, and ILT generated pre and post-assessments in each genre of writing so teachers can determine next steps for improving student growth.</li> <li>3. Students will take district assessments and ILT generated pre and post-assessments in each genre of writing so teachers can determine next steps for improving student growth.</li> <li>4. A focus area will be idea development in student writing, demonstrated throughout various types of writing such as narrative, literary analysis, and research simulation task types. Students will goal set and use rubrics developed for each specific writing type at each grade level.</li> </ol>

## IV. C. Action Plan

<b>Providing Student-Specific Supports and Instruction to All Students</b> <i>Providing student-specific supports and interventions informed by data and the identification of student-specific needs</i> (Focus on developing a sophisticated approach to using systems of assessments, responding to assessments to deploy interventions and resources, and continuously reviewing the impact of interventions with students). (Specifically address students not meeting targets)	
<b>Prioritized Best Practices or Strategies</b>  <b>(Include targeted support to ensure access for all student populations including lowest 25%)</b>	<p><b><u>Turnaround Practice 3: Student Specific Supports and Instruction to All Students</u></b></p> <p><b><u>Determining School wide Student Supports (Academic Interventions and Enrichment (3.3))</u></b></p> <ul style="list-style-type: none"> <li>● Realign and assign specific staffing resources to support students using a wide array of ongoing assessments, including progress monitoring frequently</li> </ul> <p><b><u>Academic Interventions for English Language Learners (3.5)</u></b></p> <ul style="list-style-type: none"> <li>● Coordinate professional learning by district on use of SEI Card</li> <li>● Increase the use of SEI strategies in all classrooms to better meet the needs of ELs</li> <li>● Weekly Newsletter with EL strategies</li> </ul> <p><b><u>Academic Interventions for Students With Disabilities (3.6)</u></b></p> <ul style="list-style-type: none"> <li>● Increase collaboration time for general education and special education teachers</li> <li>● differentiated instruction</li> <li>● scaffolded instruction</li> </ul> <ol style="list-style-type: none"> <li>1. Coherent, focused and demanding curriculum aligned with Massachusetts State Standards</li> <li>2. Focused goals and objectives with clearly stated student intended outcomes</li> <li>3. Technology-Google classrooms, translator voice to text</li> <li>4. Ongoing and frequent assessment with timely and meaningful written feedback</li> </ol> <p>Turn around practice 3.3, 3.5, 3.6</p>
<b>Instructional Leadership Team Implementation</b>  <b>(Explain how ILT members implement and measure school-wide strategies.)</b>	<p>Our ILT will review and monitor these school-wide processes noted above with regards to the effects that our interventions and assessments are having on our Tier 2/3 students through monthly charting of progress.</p>

**What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

**Data Source:**

Re-alignment of our resources monthly to respond to student's instructional needs in ELA and Mathematics. This includes our SPED instructional assistant support for our Tier 2/3 students, our small group booster groups in grades one and two for reading. Engaging our ESL

**Data Source:**

Looking at student work during, coach-teacher meetings, principal-teacher meetings, grade level meetings, data review meetings, teacher-tracking logs, Math unit assessments, and collaborative authentic writing review meetings. BAS, MAP, Math Assessments, constructed student responses

## IV. D. Action Plan

<p><b>A Safe, Respectful, and Collegial Climate for Teachers, Students and Families</b></p> <p><i>Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers (Focus on developing a welcoming school through a safe and orderly climate that supports student learning within and outside the classrooms as well as a supportive and professional climate for teachers to collectively focus on and pursue efforts to increase student achievement)</i></p>	
<p><b>Prioritized Best Practices or Strategies</b></p> <p>(Include practices that target new and incoming students)</p>	<p><b>Family and Community Engagement</b></p> <p><b>1. Welcoming committee to review procedures and initiatives to plan interventions and acknowledge quarterly celebrations.</b></p> <p><b>2. Principal’s weekly communication to staff through ConnectEd. messages and school website (updates/newsletter)</b></p> <p><b>3. Universal Tier 1, SEL building strategy</b></p> <ul style="list-style-type: none"> <li>● Health instruction</li> <li>● Lunch groups, targeted student population led by SAC</li> </ul> <p>Flipped faculty meeting teacher lead.            Frequent teacher observations            Remind App, weekly Connect Ed Messages and school Web Site to inform parents            Student lead daily announcements with student lead message</p> <p>KYSN, parent-teacher conferences, Grade level parental involvement activities</p>
<p><b>Instructional Leadership Team Implementation</b></p> <p>(Explain how ILT members implement and measure school-wide strategies.)</p>	<p>The school leadership focuses on instruction and meeting the needs of all learners through purposeful development of professional capacity. The ILT team provides professional capacity through meaningful professional development and collaboration to focus on students’ ongoing growth across all grade levels through daily “on the spot” formative assessment</p>

**What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?**

**ADULT IMPLEMENTATION INDICATOR**

**Data Source:**

Data Source: ILT meetings, grade level meetings, review and implement building procedures to ensure an orderly and safe school environment, all students and staff engage in a high level of discourse both inside and outside of the classroom, as teachers and principal know all of the students.

**STUDENT RESULTS INDICATOR**

**Data Source:**

- \*Low incidence of behavioral referrals
- \*Students take academic risks in classrooms
- \*Students demonstrate a high level of interaction with classmates and teacher throughout lessons
- \*Students present their thinking process in class via reading response logs, oral/written presentations and explanations,
- \*Teacher-student conferences,
- \*Small group work, presentations, and multimedia presentations



## IV.E. Action Plan

<b>Reducing Chronic Absenteeism</b> <i>Providing student-specific supports and interventions informed by data and the identification of student-specific need.</i> (Focus on developing a climate that fosters home-school communication, student engagement, provides individualized supports for students and a system that regularly review the impact of interventions with students)	
<b>Prioritized Best Practices or Strategies</b>  (Include targeted support to ensure access for all student populations)	<ol style="list-style-type: none"> <li>1. <b>Check daily attendance in SAGE and make a phone call for two consecutive days absent.</b></li> <li>2. <b>Meet monthly with school attendance team to review chronic absenteeism plan interventions and plan acknowledgment and quarterly celebrations for good attendance.</b></li> <li>3. <b>Identify quarterly good attendance celebrations</b> <ul style="list-style-type: none"> <li>● Quarterly Attendance celebrations for the classrooms with the highest attendance percentages</li> <li>● End of the year celebration for perfect attendance</li> </ul> </li> <li>4. <b>School plan to promote ongoing good attendance</b> <ul style="list-style-type: none"> <li>● Daily announcements about attendance reminding students of the importance and the relationship between attendance and achievement</li> </ul> </li> </ol> <p><b>School Adjustment Counselor (SAC) monitors daily:</b></p> <ul style="list-style-type: none"> <li>● Checks Dr./Parent notes</li> <li>● Checks SAGE for patterns</li> <li>● Checks and highlights computer generated letters to be mailed</li> <li>● Fresh Start Attendance intervention meetings</li> </ul>
<b>Instructional Leadership Team Implementation</b>  (Explain how ILT members implement and measure school-wide strategies.)	ILT team will review monthly data and monitor and the above-mentioned action steps for authentic results in a decline in absenteeism in specific targeted groups.

**What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

**Data Source:**

All instructional staff with knowledge of persistent absenteeism is responsible for informing SAC, School psychologist, nurse, and instructional leadership team of ongoing persistent issues rearguing chronic absenteeism

Parents will be called and notified of the concerns in regard to the relationship between absences and student progress.

**Data Source:**

As a result, attendance will increase in general due to an overall school-wide effort.

**V. Worcester Public Schools Professional Learning Plan  
Worcester Public Schools Professional Learning Plan (PLP)**

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	West Tatnuck	Ellen Moynihan	August 2019-June 2019

**Professional Learning Priorities**

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	SRSD Writing K-6	PLC-Book study for K-6th Looking at student work Grade levels will bring exemplars of student work for the purpose of creating an index at each grade level with EOY writing task exemplars
2	Balanced Literacy K-2nd	Fountas and Pinnell District Training Lesson Study- Teachers will share best practices with each other through grade level meetings and lesson study protocols
3	<p>Math K-3rd</p> <p><u>Numeracy K-1st:</u> Teachers will develop a deeper understanding of the foundations of numeracy for the following purposes:</p> <ul style="list-style-type: none"> <li>● fluency is about understanding, strategies, and efficiency-not speed</li> <li>● conceptual understandings and strategies are the foundations on which fluency is built</li> <li>● Helping students develop fluency must be a purposeful endeavor</li> </ul> <p><u>Problem Solving 2nd-3rd:</u> Teachers will work on developing worthwhile Mathematical tasks that provide intellectual challenges that enhance students' Mathematical understanding and ability to reason and communicate Mathematically</p>	<p><u>K&amp;1st</u> Bi-monthly grade level meetings with K-1st grade for the purpose of strengthening numeracy student practices</p> <p><u>2nd&amp;3rd</u> Monthly meetings to identify worthy tasks that contain challenges and direct students to investigate important Mathematical ideas and look at and share student work</p>